

Curriculum Overview for Year 5

<p>Spoken Language</p> <ul style="list-style-type: none"> Listen and respond appropriately Give well-structured explanations Consider and evaluate different viewpoints Select and use the appropriate register Articulate and justify answers, arguments and opinions <p>Reading</p> <ul style="list-style-type: none"> Apply knowledge of morphology and etymology when reading new words (root words, prefixes and suffixes) Read and discuss a broad range of genres and text types Recommend books they have read given reasons for their choices Identify and discuss themes Make comparisons within and across books Learn poetry by heart Prepare poems and plays to perform making meaning clear to audience Understand what they have read through discussion and questions Draw inferences on characters feelings, thoughts and motives 	<p>English</p> <ul style="list-style-type: none"> Justify inferences with evidence Make predictions using text to explain thoughts Summarise main ideas from an extract Identify how language, structure and presentation contribute to the meaning Discuss and evaluate authors' use of language Retrieve and present information from non-fiction texts Participate in discussions and challenge ideas given courteously <p>Writing</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Plan their writing by identifying audience and purpose Note and develop ideas Develop character, setting and atmosphere in narrative Use a wide range of devices to build cohesion between paragraphs <p>Punctuation & Grammar</p> <ul style="list-style-type: none"> Use expanded noun phrases Use modal verbs and adverbs to indicate degrees of possibility Use relative clauses (who, which, where, when, whose) Use commas for clarity Use brackets, dashes or commas to indicate parenthesis Use a colon to introduce a list Punctuate bullet points consistently <p>Spelling</p> <ul style="list-style-type: none"> Spell words with silent letters Use a thesaurus 	<p>Art & Design</p> <p>Skills</p> <ul style="list-style-type: none"> Explore ideas to create their work Evaluate and analyse creative work Use appropriate artistic vocabulary Increase their control within artistic techniques <p>Content</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate their ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers Collage, textiles & printing 	<p>Computing</p> <p>Skills</p> <ul style="list-style-type: none"> Design & write programs to solve problems Use sequences, repetition, inputs, variables and outputs in programs Detect and correct errors in programs Use internet safely and appropriately – know a range of ways to report any concerns Understand uses of networks for collaboration and communication Be discerning in evaluating digital content <p>Content</p> <ul style="list-style-type: none"> Use sensors and program external devices Download and upload podcasts – manipulate sound Use instant messaging/video chat to communicate Download or find information based on a line of enquiry Create formulas and use them to search databases Use a range of programs to present information – using sounds and images
<p>Skills</p> <ul style="list-style-type: none"> Extend their understanding of the number system and place value to include larger numbers Develop connections between \times and \div with fractions, decimals, percentages and ratio Develop their ability to solve a wider range of problems <p>Content</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to 1000000 and determine the value of each digit Count forwards and backwards in steps of powers to 10 Interpret negative numbers in context, count forwards and backwards Round any number to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Read Roman Numerals to 1000 (M) and recognise years in Roman Numerals + and – whole numbers with more than 4 digits using formal written methods Use rounding and inverse to check Solve + and – multi step problems 	<p>Mathematics</p> <ul style="list-style-type: none"> \times and \div numbers mentally \div numbers up to 4 digits by a 1 digit number using formal written methods and interpret remainders as fractions or decimals Recognise and use square and cube numbers – use correct notation Solve problems involving all 4 operations Compare and order fractions whole denominators are different Identify, name and write equivalent fractions Recognise mixed numbers and improper fractions and convert from one to another Add and subtract fractions with different denominators Multiply fractions by a whole number Read and write decimal numbers as fractions Understand thousandths Round decimals with 2dp to nearest U <p>Skills</p> <ul style="list-style-type: none"> Read, write, order and compare numbers to 3dp and solve problems Recognise the % symbol and know basic equivalences Convert between different units of metric measures Understand and use equivalences between metric and imperial Measure and calculate perimeter and area of composite shapes – solving missing lengths Estimate volume Solve problems involving time Identify 3D shapes from 2D reps Estimate and measure angles accurately Identify angles at a point, on straight line & in a triangle Identify and describe a position of a shape after a translation, reflection and rotation Solve comparisons, sums and difference problems using information presented in a graph table or chart. 	<p>Design & Technology</p> <p>Skills</p> <ul style="list-style-type: none"> Use research & criteria to develop products aimed at spec grps Use cross section diagrams & computer aided design to plans Evaluate existing products and improve own work Select from and use a wider range of tools and equipment <p>Content</p> <ul style="list-style-type: none"> Cut, shape, join and finish with accuracy and precision Build structures – apply understanding of how to strengthen, stiffer and reinforce more complex structures Apply understanding of computing to programme & control products Work in a range of environments such as home, school, leisure, culture, enterprise, industry & wider environment Understand seasonality; prepare and cook savoury dishes 	<p>Geography</p> <p>Skills</p> <ul style="list-style-type: none"> Extend their knowledge about the world, UK and their locality Develop their use of tools and skills to enhance their knowledge Use maps, globes, atlases and digital computer mapping to locate countries and describe features Use 8 compass points and 4-6 grid references confidently <p>Content</p> <ul style="list-style-type: none"> Locate the worlds countries – N & S America, Rockies/Amazon Types of settlement and land use, economic activity, and trade links including energy, food, minerals and water Identify positions of longitude, Equator, Tropics, time zones, etc... whilst locating world countries
<p>Science</p> <p>Properties & Changes of Materials</p> <ul style="list-style-type: none"> Classify materials according to a variety of materials Understand mixtures and solutions Understand and recognise reversible and irreversible changes <p>Living things and their habitats</p> <ul style="list-style-type: none"> Life cycles of plants and animals (mammal, amphibian, bird and insect) Describe reproduction in plants and animals <p>Animals, including humans</p> <ul style="list-style-type: none"> Describe changes as humans develop to old age <p>Earth, Sun & Moon</p> <ul style="list-style-type: none"> Understand location of and interaction of Earth, Sun and Moon Explain day and night in accordance to the Earth's movements <p>Forces</p> <ul style="list-style-type: none"> Understand gravity, resistance, upthrust and friction Recognise the effects of gears, levers and pulleys <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask questions, make predictions, design more complex enquiries Observe & measure accurately, taking repeat readings if needed Report and present findings, making causal explanations 	<p>History</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop a chronological knowledge and understanding of British, local and world history Be able to note connections, contrasts and trends over time Devise historical questions about change, cause, similarities, differences and significance Construct informed responses that involve relevant information Understand the different sources that we can use to find out about the past <p>Content</p> <ul style="list-style-type: none"> Chronological Study – A study of an aspect or theme in British history, beyond 1066 The Anglo Saxons 	<p>Modern Languages</p> <p>Skills</p> <ul style="list-style-type: none"> Listen and engage Engage in conversations, expressing opinions Speak in simple language and be understood Develop appropriate pronunciation Present ideas and information orally Show understanding in simple reading Adapt known language to create new ideas Write phrases from memory – express ideas clearly Describe people, places and things – orally & written Understand basic grammar <p>Content</p> <ul style="list-style-type: none"> Ma famille/On fait la fete/Cher Zoo/Le petit dejeuner/Vive le temps libre/A la plage 	<p>Music</p> <p>Skills</p> <ul style="list-style-type: none"> Perform with expression & control in solo & ensembles Improvise & compose using dimensions of music Listen to detail and recall aurally Use and understand basics of staff notation Develop understanding of history of music & composers <p>Content – Changa</p> <ul style="list-style-type: none"> Don't Stop Believin' – Rock – 80's music – analysing Five Gold Rings – Christmas Classroom Jazz 1 – History of music Benjamin Britten – A Tragic Story – English and History Stop! – composition, bullying Reflect, rewind and replay – consolidation of all skills
		<p>Physical Education</p> <p>Skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Content</p> <ul style="list-style-type: none"> Games – Netball, Hockey, Cricket, Net/Wall games – core task 1 OAA (orienteeing) Dance – linked to themes Gymnastics & Athletics Cross Country 	<p>Religious Education</p> <p>Gloucestershire Agreed Syllabus – Units</p> <ul style="list-style-type: none"> What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today? Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? Christians and how to live: 'What would Jesus do?' What matters most to Humanists and Christians? (C, M, J & NR)'

